



Fort Dorchester Elementary

5201 Old Glory Lane
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	1,076 Students	
Principal	Carol Farris	843-832-5550
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Below Average
2005	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

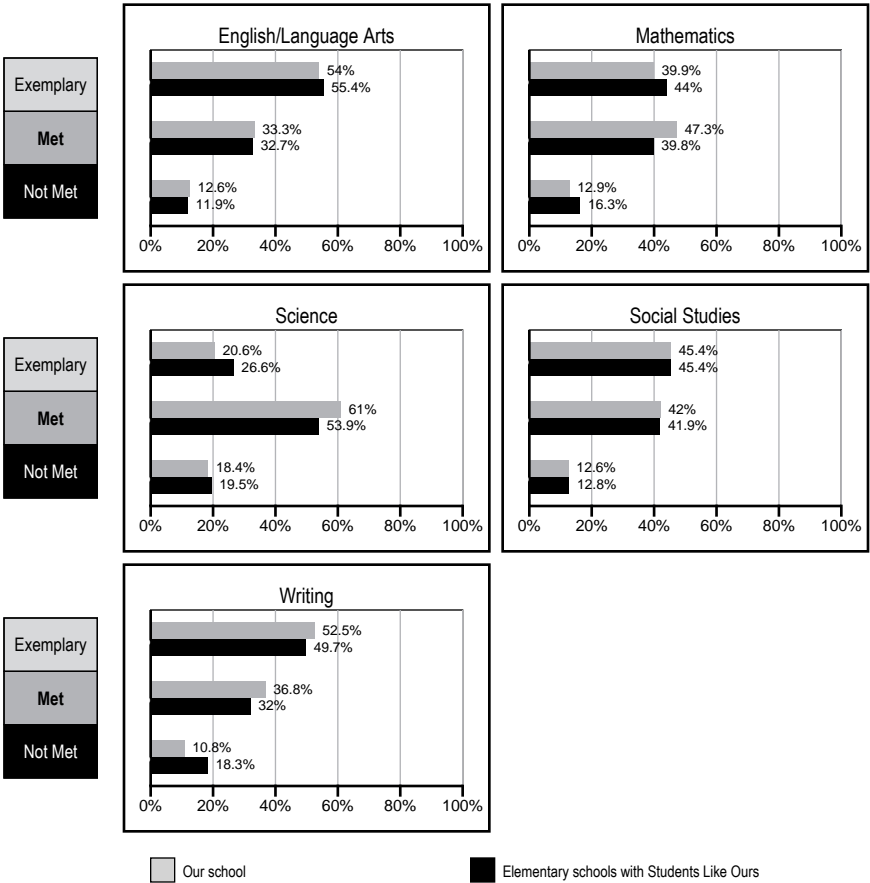
91.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	3	4	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,076)				
First graders who attended full-day kindergarten	98.1%	Up from 93.7%	100.0%	100.0%
Retention rate	1.2%	Down from 1.3%	1.2%	1.9%
Attendance rate	96.5%	Down from 96.6%	96.7%	96.3%
Eligible for gifted and talented	16.4%	Down from 17.3%	22.8%	10.0%
With disabilities other than speech	3.8%	Up from 3.5%	5.8%	7.7%
Older than usual for grade	0.2%	Down from 0.5%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 0.6%	0.0%	0.0%
Teachers (n=75)				
Teachers with advanced degrees	48.0%	Up from 47.1%	63.0%	59.4%
Continuing contract teachers	70.7%	Up from 67.1%	82.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.0%	0.0%	0.0%
Teachers returning from previous year	73.8%	Up from 73.1%	87.5%	85.9%
Teacher attendance rate	94.7%	Down from 96.0%	95.1%	95.1%
Average teacher salary*	\$44,243	Up 3.6%	\$48,595	\$47,149
Professional development days/teacher	10.4 days	Up from 9.7 days	11.3 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 18.4 to 1	19.9 to 1	18.8 to 1
Prime instructional time	90.5%	Down from 91.9%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,404	Up 9.2%	\$6,774	\$7,458
Percent of expenditures for instruction**	64.5%	Down from 67.9%	73.1%	68.8%
Percent of expenditures for teacher salaries**	61.7%	Down from 62.8%	68.6%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Fort Dorchester Elementary School first opened its doors to students in the fall of 2002. Our school's name was derived from the neighboring historical Fort Dorchester. Our mascot, Glory Gator, was named by our students and was based on the patriotic theme of Fort Dorchester High School. We ended our seventh year serving the instructional needs of 1,120 three-year-old through fifth grade students. Situated in the Wescott community, we are in a fast growing area. Our 100 member faculty and staff work together to create a friendly, family atmosphere for our students and parents.

Fort Dorchester Elementary has strong parental and community support. The outstanding PTA, School Improvement Council, and business partners add much to enhance the school's programs and environment. Input from these groups allows us to offer opportunities that help to make our school a special place for students. Some highlights of our school year, based on support from these groups, include grants for individual classrooms, a terrific school carnival, several family night events, Positive Behavior Intervention Awards and student awards programs. In May of 2009, we received the renewal of our Red Carpet Award, recognizing Fort Dorchester Elementary School as a family friendly school. We also were recently recognized as an award winning PBIS (Positive Behavioral Interventions and Supports) School with our "SNAP" behavior program.

While test scores for the school continue to improve, dealing with the transient population of the FDES attendance area and meeting the academic needs of each sub-group of students are Fort Dorchester Elementary's most challenging areas. We are committed to meeting the needs of every student by offering differentiated instruction for a portion of each day in order to serve each child on his/her academic level and to providing staff development for teachers in all academic areas. We will continue to focus on welcoming and assessing the needs of new students as quickly as possible so that we can provide for areas of need. We will continue every day to strive to reach our full potential regarding the school's mission statement: "Fort Dorchester Elementary School is committed to guiding and challenging each student to succeed in life."

For the 2008-2009 school year, we have worked toward meeting the needs of each individual child. Data collection through the use of DIBELS (Dynamic Indicators of Basic Early Literacy Skills), one minute testing probes, and MAP (Measures of Academic Progress) are used to determine overall and individual student needs. The results of these diagnostic measures help us to determine groups for differentiation in all subject areas. Our plans for 2009-2010 will include staff development in the areas of Professional Learning Communities, developing appropriate assessments, math model training, and best practices with differentiation. We look forward to successes in all areas. We feel that we have completed a successful year at Fort Dorchester Elementary. We welcome visitors and plan to continue to do our best as we learn and grow.

Carol Farris, Principal
Robin VonKeller, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	81	153	116
Percent satisfied with learning environment	74.1%	79.6%	90.4%
Percent satisfied with social and physical environment	98.8%	74.7%	91.3%
Percent satisfied with school-home relations	91.4%	88.2%	80.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 25 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	515	100	12.8	34.1	53.1	93.6	89.3	82.8	Yes	Yes
Gender										
Male	273	100	12.4	35.5	52.2	92.4	86.4	79.3	N/A	N/A
Female	242	100	13.3	32.6	54.1	95	92.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	298	100	7.7	34.1	58.2	97.1	92.9	89.5	Yes	Yes
African American	141	100	20.8	36.8	42.4	89.6	82.3	73.7	Yes	Yes
Asian/Pacific Islander	43	100	11.9	26.2	61.9	90.5	93.3	92.3	Yes	Yes
Hispanic	32	100	28.6	32.1	39.3	82.1	82.7	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.8	82.5	I/S	I/S
Disability Status										
Disabled	49	100	36.2	34	29.8	72.3	59.6	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	24	32	44	88	77.7	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	131	100	20.5	43.8	35.7	90.2	81.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	515	100	13.2	47.8	39	91.9	85.8	78.9	Yes	Yes
Gender										
Male	273	100	13.9	46.6	39.4	91.6	85.2	77	N/A	N/A
Female	242	100	12.4	49.1	38.5	92.2	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	298	100	7	48	45.1	95.6	91.5	87.2	Yes	Yes
African American	141	100	27.2	48	24.8	84.8	74.4	66.7	Yes	Yes
Asian/Pacific Islander	43	100	7.1	35.7	57.1	95.2	91.8	93	Yes	Yes
Hispanic	32	100	21.4	60.7	17.9	82.1	80.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94.2	79.5	I/S	I/S
Disability Status										
Disabled	49	100	29.8	51.1	19.1	78.7	57.1	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	16	48	36	92	76.6	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	131	100	21.4	56.3	22.3	86.6	76.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	351	100	19	60.6	20.3	81	75.3	67.5
Gender								
Male	187	100	18.1	59.1	22.8	81.9	75	67
Female	164	100	20.1	62.5	17.4	79.9	75.8	68
Racial/Ethnic Group								
White	213	100	13.5	65.8	20.7	86.5	83.8	79.5
African American	94	100	31.7	52.4	15.9	68.3	57	50.3
Asian/Pacific Islander	26	100	8	52	40	92	86.4	84.3
Hispanic	17	100	42.9	50	7.1	57.1	70.5	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	71.2
Disability Status								
Disabled	38	100	41.7	44.4	13.9	58.3	42.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	14	100	21.4	57.1	21.4	78.6	66.7	59.6
Socio-Economic Status								
Subsided meals	83	100	35.3	51.5	13.2	64.7	59.9	55.1

Social Studies

All Students	351	100	12.7	42.2	45	87.3	81.2	72.3
Gender								
Male	186	100	14.9	39.7	45.4	85.1	80.9	71.5
Female	165	100	10.1	45.3	44.6	89.9	81.4	73.2
Racial/Ethnic Group								
White	205	100	7.9	44	48.2	92.1	86.7	80.7
African American	93	100	19.8	45.7	34.6	80.2	69.9	60
Asian/Pacific Islander	30	100	10	26.7	63.3	90	91.5	88.5
Hispanic	22	100	36.8	31.6	31.6	63.2	73.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	95.2	72.2
Disability Status								
Disabled	27	100	30.8	57.7	11.5	69.2	53.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	16	100	33.3	26.7	40	66.7	74.6	67.9
Socio-Economic Status								
Subsided meals	86	100	21.6	37.8	40.5	78.4	70.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	513	97.7	10.6	36.9	52.6	89.4	81.7	70.2	96.5	96.2
Gender										
Male	276	96.7	13.9	42.9	43.3	86.1	76	63.2	96.5	96.1
Female	237	98.7	6.8	30.1	63	93.2	87.5	77.5	96.4	96.3
Racial/Ethnic Group										
White	294	98.6	7	37.1	55.9	93	86.9	79.1	96.4	96
African American	143	94.4	19.8	38	42.1	80.2	70.9	57.6	96.6	96.4
Asian/Pacific Islander	43	100	4.8	28.6	66.7	95.2	88.6	86.2	97.1	97.1
Hispanic	32	100	14.3	42.9	42.9	85.7	78.9	62.6	96.5	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.4	68.7	91.1	95.8
Disability Status										
Disabled	53	77.4	30	52.5	17.5	70	37.7	26.1	95.6	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.1
English Proficiency										
Limited English Proficient	26	100	8	28	64	92	70.2	61.2	96.1	96.3
Socio-Economic Status										
Subsidized meals	132	94.7	15.5	47.3	37.3	84.5	70.2	58.9	95.8	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	154	100	9.9	22	68.1	90.1
	4	189	100	14.7	34.7	50.6	85.3
	5	172	100	13.3	44.3	42.4	86.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	154	100	16.3	33.3	50.4	83.7
	4	189	100	7.6	50.6	41.8	92.4
	5	172	100	16.5	57.6	25.9	83.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	79	100	14.1	42.3	43.7	85.9
	4	188	100	17.2	69.2	13.6	82.8
	5	84	100	28	58.7	13.3	72
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	75	100	4.3	35.7	60	95.7
	4	188	100	8.9	43.8	47.3	91.1
	5	88	100	27.7	44.6	27.7	72.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	155	98.1	8.5	24.8	66.7	91.5
	4	188	97.9	15.3	40.6	44.1	84.7
	5	170	97.1	7.2	43.8	49	92.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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